DOCUMENT RESUME

ED 306 997 JC 890 243

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TITLE Staff Members as Lifelong Learners.
PUB DATE 22 Feb 89
NOTE 20p.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS College Faculty; Community Colleges; *Educational Needs; Faculty Development; *Lifelong Learning; Personnel Evaluation; *Professional Development; Program Content; Program Development; Program Evaluation; *School Personnel; *Staff Development; Two Year Colleges

ABSTRACT

Based on the assumption that all community college staff members should be lifelong learners, this paper outlines the purposes and principles underlying a quality staff development program and enumerates the elements, activities, incentives, and other considerations that are necessary for the program to be successful. First, the purposes of staff development are identified as the improvement of instruction, professional skills, and organizational functioning, as well as personal growth. Next, six principles for a successful staff development program are stated, among them that lifelong learning is a goal for both students and staff; instruction for adult staff members should be based on the principles of androgogy; and staff development emphasizing growth, rather than the remediation of deficiencies, is more likely to facilitate learning and development. Program elements are listed next, including institutional and professional needs assessment, self-assessment, appropriate incentives, a statement of goals, and staff development opportunities. The next section outlines activities to be included in the staff development program, such as summer and year-long institutes, staff retreats, in-house seminars, encounter groups, and attendance at conventions and professional meetings. Next, topics to be considered for inclusion in the development program are suggested, including skills training in educational technology, active involvement in the classroom, conflict resolution, and stress management. The final sections address possible incentives for involvement (e.g., tuition reimbursement and waivers, sabbatical leaves, travel funding, and salary advancement); staffing needs for program administration; the relationship of staff development and performance evaluation; and considerations for program evaluation. Appendixes include a list of the 23 most frequently stated goals for community college staff development programs, a list of topics to be included in a needs assessment survey, and suggested program evaluation criteria. (ALB)

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STAFF MEMBERS AS LIFELONG LEARNERS

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February 22, 1989

JC 890 243

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STAFF MEMBERS AS LIFELONG LEARNERS

INTRODUCTION:

Because the fact of change is so much a part of our lives today, and because it is a central part of the community college role in our society, the concept of lifelong learning becomes a critical part of the community college. Change means that continuous learning is a fact of life for adults. The community college is uniquely designed to meet the need for continuous, or lifelong learning. It is simply an extension of this reality, that the staff who work in community colleges must themselves be lifelong learners. Staff development is lifelong learning.

Staff development in community colleges has been a topic for professional investigation since at least 1971. Authors have tended to focus on development for faculty, and for full-time faculty, specifically. More recently writers have acknowledged that all segments of the community college staff can benefit from the values, purposes, and activities of a well-planned staff development program. Part-time staff frequently have other employment, and thus find it difficult to attend events for the full-time staff, even though the assumption is that they would be welcome at those activities. Thus, some efforts are made to focus staff development specifically for part-time faculty.

Terry O'Banion (1973), one of the early writers on staff development in community colleges, saw the connection between lifelong learning and staff development:

> When the climate of learning for the staff is open, flexible, affirming, challenging, the climate of learning for students is likely to be similar. When the rewards are clear and opportunities are provided, staff members will choose to be innovative and creative....The aim (of lifelong learning) is to develop a program that is so woven into the fabric of the school that staff accept as normal the opportunity to plan and carry out activities that help them improve their teaching, administering, and counseling. (p. 21)

The staff development program envisioned in this presentation would be for all employees of the community college. It is understood that different groups and individuals have differing needs. The program would attempt to meet those varying needs, building from needs assessments, interviews, conversations, and results of performance evaluations.

What follows is not A program for staff development, but rather the purposes and principles which must underlie a quality program. This is followed by elements, activities, incentives and other considerations for a successful staff development program in a community college.

PURPOSES OF A QUALITY STAFF DEVELOPMENT PROGRAM:

To improve instruction
To improve professional skills
To improve institutional/organizational functioning
To enhance personal growth

PRINCIPLES ON WHICH TO BUILD A SUCCESSFUL STAFF DEVELOPMENT PROGRAM:

1. Lifelong learning is a goal for both students and staff.

2. All members of the community college staff are adult learners.

3. The principles of andragogy are the basis for the program

   * with maturity a person's self concept changes from dependence to self-directedness

   * with maturity a person accumulates a reservoir of experiences which causes her/him to be a rich resource for learning, and which provides a broadening base to which to relate new learnings

   * developmental tasks and evolving social roles create an immediacy, or readiness to learn

   * the orientation to learning is a problem-centered approach.

4. The emphasis will be on growth to achieve desired proficiencies (not on fixing deficiencies).

5. Whenever skills are being taught, learners will have an opportunity for practice with feedback so that their confidence is enhanced.

6. People want to be successful and generally want to do the best job possible.

ELEMENTS OF THE PROGRAM:

1. Mechanisms for mutual planning
   * employee/supervisor
   * departments/staff development program
   * employee/staff development program
   * advisory committee

2. Institutional and professional needs assessments
3. Self-assessment

5. Cooperation with other community colleges in the region

6. A variety of activities & opportunities will be offered

7. Appropriate incentives

8. Evaluation of individual offerings and the total program

10. Staff development opportunities will be widely publicized and promoted through a variety of media

11. A statement of goals (see Appendix A)

12. Widespread use of professional and personal development plans (also called growth contracts)

13. Demonstrated support of staff development by the administration and the board of trustees

14. Clearly stated goals and objectives for the program which support the mission and goals of the college

15. The program is a year-round activity in which participation is primarily voluntary

ACTIVITIES TO BE INCLUDED IN THE STAFF DEVELOPMENT PROGRAM:
(Actual content to be determined by needs assessments)

1. Summer institutes

2. Year-long institutes

3. Staff retreats

4. In-house continuing seminars

5. Encounter groups

6. Conventions and professional meetings

7. Visitations

8. "Packaged programs"

9. Apprenticeships

10. Professional reading

11. New-staff orientation

12. Video-taping of work

13. Mentor program

14. Consultants

15. Exchanges with employees of another college or business

16. Professional library/media center with tapes, VCR, computers, etc.

17. Short term leaves

18. On-campus university courses

19. An appraisal program based on developmental rather than judgmental concerns

20. Wellness programs

21. Retraining of staff from obsolete fields

22. Peer development triads (teams of 3 work together to assess and improve their instruction)

23. Staff College one day each term

TOPICS TO BE CONSIDERED FOR INCLUSION:
(Depending upon needs identified)

1. Skills training in educational technology, including interactive video instruction

2. Individualizing the community college classroom to meet the needs of adult learners

3. Instructional techniques to capitalize on the experiences of adult learners

4. Active involvement in the classroom

5. Technological advancements that affect manufacturing, business, and other workplaces

6. Conflict resolution: a problem solving technique

7. Writing course goals and objectives

8. Development of evaluative techniques to determine how well goals, objectives, and strategies are meeting student needs

9. Cognitive mapping

10. Programmed learning

11. Game simulation

12. Peer coaching

13. Modular instruction

14. Telephone techniques

15. Desktop publishing

16. Chemical safety

17. Stress management

18. Recognizing signs of chemical dependency

(see Appendix B)

INCENTIVES TO BE CONSIDERED:
(Many incentives, because of budget implications and/or collective bargaining requirements will need Board approval.)

1. Tuition reimbursement - full or partial - for approved courses which can be interpreted as having real or potential benefits for the college program

2. Tuition waivers for courses taken on campus

3. Sabbatical leave for work which will increase the value of the staff member to the college

4. Travel, fees, and other expenses to attend professional meetings

5. Advancement on the salary schedule for additional credits

6. Institutional grants for the development of instructional projects

7. Released time for the development of instructional projects

8. Award CEU credits

9. Award units or points for use in performance appraisal systems

10. Exchanges with faculty from other countries

11. Participation in an assessment center

ADMINISTRATION OF THE STAFF DEVELOPMENT PROGRAM:

1. A full-time staff member will have the responsibility for the program, without any other teaching or administrative duties.

2. The Staff Development Director will be assisted by an advisory committee representing all the major employee groups of the college.

3. The program will be funded adequately (approximately 2% of the college budget).

RELATIONSHIP WITH PERFORMANCE EVALUATION:

Staff development and performance appraisal both have a common goal: improved organizational performance. Both are essential. In fact, Hammons (1983) asserts that having one without the other may be worse than having neither! A performance appraisal which points out a deficiency without an accompanying means of correcting the deficiency will lead to frustration, and not necessarily to improved performance. Performance improvement and growth may be short lived without a means to recognize and reward such effort and growth. Thus both staff development and evaluation need to be alive and well within the institution.

Professional development should be one of several criteria used in a performance appraisal system. This allows improvement efforts to be recognized. It also leads to thinking about self-improvement. However, the staff development office should not administer the performance evaluation system.

"There is no greater purpose for performance evaluation than to improve performance. That is achieved by using the

evaluation to assist the faltering, to encourage the tired, and to direct the indecisive...Tie faculty evaluation to overall efforts for the recognition, reward, and improvement of faculty performance" (Selden 1984, p. 157).

CONSIDERATIONS FOR PROGRAM EVALUATION:

1. Approximately 5 - 10% of the staff development budget should be set aside for program evaluation.

2. Criteria may include satisfaction of area employers with the students they are hiring.

3. Immediate session/class evaluation should be followed up in 6 - 9 months to assess longer-range impact.

4. See Appendix C for suggested evaluation criteria.

APPENDIX A

TWENTY-THREE MOST FREQUENTLY STATED GOALS FOR COMMUNITY COLLEGE STAFF DEVELOPMENT PROGRAMS

(In descending order of frequency)

1. To increase staff (faculty, administration, support personnel, clerical, etc.) responsiveness to student needs
2. To increase the faculty's knowledge about the teaching-learning process
3. To create a climate in which the attainment of effective teaching is an ongoing concern
4. To increase the faculty's repertoire of teaching methods
5. To reduce student attrition
6. To increase academic innovation
7. To maximize the use of available teaching-learning resources
8. To improve the faculty's ability to plan and develop courses of instruction designed to facilitate the achievement of clearly articulated objectives
9. To increase student learning
10. To enhance the staff's personal growth and self-actualization
11. To provide professional development opportunities for the college's academic support staff, i.e., counselors, librarians, etc.
12. To provide professional development opportunities for the college's administrative staff
13. To improve the faculty's ability to evaluate student performance
14. To acquaint staff with current issues and trends in higher education
15. To increase student motivation to learn
16. To acquaint staff with the distinct mission and objectives of their institution

17. To increase interpersonal contact and a sense of community among staff

18. To increase the effectiveness of part-time faculty

19. To renew faculty interest in teaching

20. To increase staff interpersonal skills

21. To increase staff productivity

22. To instill a sense of importance about teaching and a sense of personal and professional worth about teaching

23. To improve the performance of non-academic staff, i.e., clerical, maintenance personnel, etc.

from Smith, Al (ED 200 285)

APPENDIX B

TOPICAL AREAS FOR INCLUSION IN A NEEDS ASSESSMENT SURVEY

I. Instruction Related
- Writing instructional objectives
- Writing test items
- Criterion-referenced evaluation
- Developing audio-tutorial instructional materials
- Utilizing cognitive mapping
- Selecting, developing, and using multi-media learning resources
- Developing and using self-instructional modules
- Techniques for evaluating instructional strategies
- Applying research findings on teaching and learning
- Increasing student motivation
- Accommodating different learning rates
- Orienting students to individualized instruction
- Using a systems approach
- Developing better course outlines
- Conducting research related to teaching/learning
- Structuring interdisciplinary learning experiences for students
- Helping students to explore their motives, attitudes and beliefs
- Mastery learning concepts
- Utilizing group process skills in class discussion
- Grading systems compatible with instructional objectives
- The use of community resources as teaching tools
- Identification of developmental education students
- Entry-exit level skills determination
- Self-analysis of teaching skills
- Developing programs for disadvantaged students
- Diagnosis of learning/teaching problems
- Reinforcing student learning
- Academic advising/counseling of students
- Application of learning principles to instruction
- Course and curriculum development
- Utilizing paraprofessionals and/or tutors in instruction
- The instructor as counselor

II. Management Related
- Management by objectives
- Supervising and evaluating staff
- Implementing and facilitating innovation and change
- Delegating authority and responsibility
- Planning: short- and long-range
- Leadership styles
- Team building
- Recruiting and selecting faculty
- Decision making techniques
- Conflict management-resolution
- Collecting and using data properly
- Budget-developing, controlling, and implementation

Writing grant proposals
Participative management
Management theories
Conducting institutional research studies which yield the basis for decision making

III. Unique Role of the Community College
Historical role and place of the community college in higher education
Purposes (and implications of the open-door admissions policy
Knowledge of the multi-purposes of the community college, specifically:
- Transfer education
- Adult and continuing education
- General education
- Remedial and developmental programs
- Vocational-technical education

Knowledge of the characteristics and needs of community college students
Role of student personnel services, especially guidance and counseling

IV. General skills and information
Managing time
Recent laws affecting the community college
Human potential seminars
Accountability
OSHA standards and how to comply with them
Conducting committee meetings
Being an effective committee member
Effective use of computer facilities
Emergency first-aid
Communication skills
Group dynamics
Human relations skills

from Jim Hammons, Staff Development in the Community College: A Handbook. (ED 154-887)

APPENDIX C

SUGGESTED EVALUATION CRITERIA

I. Planning (Mission/Goals/Needs)

1. The staff development program has a clearly written statement of mission.

2. The staff development program goals are in accordance with the over-all mission of the college.

   A. Goals are well-defined and clearly specified.

   B. Goals are formulated through needs assessment procedures

3. Objectives are measurable

4. The staff development program has a commitment of administrative support.

5. The staff development program has the demonstrated acceptance of a majority of the staff.

6. The staff development program is assessed regularly with special reference to strengths and weaknesses.

7. The staff development program provides a variety of activities including those general to all staff and those specific to major employee groups.

II. Procedural Designs (Structure/Strategy/Work Plan)

8. The staff development program is structured college-wide.

9. The rationale for the staff development program is developmental in nature rather than remedial. The focus is on the promotion of growth rather than the correction of deficiencies.

10. The staff development program activities are designed to correspond with identified job competencies.

11. The content of each staff development activity is congruent with over-all program goals.

12. The staff development program has the following components:
    - Instructional development (includes program development

- Personal development
- Professional development
- Organizational development

13. The staff development program has a clearly defined organizational structure.
    A. A coordinator is assigned the responsibility for program facilitation.
    B. The coordinator has a clearly defined job description.
    C. The program staff possess a level of educational training or experience comparable to those served by the program.
    D. An advisory committee representative of the college staff is actively involved in planning, implementing and evaluating the program.

14. The staff development program investigates a variety of information sources to assist decision making such as: an analysis of the literature, the employment of consultants, and visits to exemplary programs.

15. Relevant strategies for meeting goals are accurately assessed within the content of identified needs.

16. Incentives are clearly defined and provided to program participants.

17. College-wide staff development practices provide:
    A. Sabbatical leave at a minimum of half salary for one year for both faculty and administrators.
    B. Leave without pay for educational or developmental purposes.
    C. Travel funds for professional conferences
    D. Summer grants for new program development or existing course improvement (e.g., designing self-instructional modules).

III. Program Implementation

18. Staff Development activities are appropriate to the levels and abilities of the participants.

19. Staff are provided opportunities to visit other departments in the college or other institutions to review educational programs or innovative projects.

20. The staff development program is funded between two to five percent of the regular operating budget of the institution.

21. Separate budgets exist for
    a) the administration of the staff development office and
    b) the implementation of staff development projects.

22. The program is monitored regularly to assure that activities are on schedule, carried out as planned, and use available resources in an efficient manner.

23. An extensive record of the program exists and includes: expenditures, participant reaction, and how the program compared to what was intended.
    A. Participants are counted and recorded
    B. Activities have an evaluation component which provides a regular assessment of current operations

24. Instructional Development Activities provide:
    A. Training in the latest instructional trends
    B. Training in the development of course objectives and course design
    C. Training in remedial and development techniques of instruction
    D. Training in self-instructional methods.
    E. Training in multi-media approaches to instruction
    F. Training in the evaluation of instructional strategies.

25. Personal development activities provide:
    A. Interpersonal skills training
    B. Training in personal growth and development
    C. Professional growth contracts
    D. Opportunities for individual counseling
    E. Training in health awareness

26. Professional development activities provide:
    A. Training in the psychology of learning
    B. Training in student developmental needs
    C. Training in non-traditional studies and delivery systems.

27. Organizational development activities provide:
    A. Training in planning and decision making
    B. Training in management skills including efficiency techniques such as PPBS, MIS, MBO, etc.
    C. Training in faculty, administrator and student assessment techniques
    D. Training in team building
    E. Training in conflict management

IV. Outcomes

28. The effectiveness of the staff development program is determined through:
    A. Surveying participant reaction
    B. Determining changes in participants
    C. Assessing changes in student development, curriculum and institutional processes

29. An evaluation plan exists which measures and interprets the attainments of program goals and objectives.
    A. The design includes the development of instrumentation, data collection, and data analysis.
    B. Program effects both intended and unintended are assessed during the program and at its conclusion.
    C. Results are reported in a manner that can be easily interpreted.

30. Program activities and operations are cost-effective in relation to goals and purposes.

31. Instructional development efforts demonstrate a positive effect college-wide by:
    A. The increased knowledge and utilization of remedial and developmental techniques.
    B. The increased knowledge and utilization of self-instructional methods.
    C. The increased knowledge and utilization of multi-media approaches to instruction.
    D. The increased knowledge and utilization of current educational methodologies and technologies.
    E. The increased knowledge and utilization of course objectives and course outlines.
    F. The increased knowledge and utilization of instructional evaluation techniques.
    G. The increased knowledge and development of new programs.

32. Personal development efforts have a positive effect college-wide by:
    A. The improvement of interpersonal skills
    B. The enhancement of confidence and self-worth
    C. The commitment toward personal growth and renewal.

33. Professional development efforts have a positive effect college-wide by:
    A. The increased knowledge and understanding of the psychology of learning.

B. The increased knowledge and understanding of student needs, interests, and background.
C. The increased knowledge and understanding of non-traditional studies and delivery systems.
D. The increased peer interactions among staff.
E. The upgrading of job competencies.

34. Organizational development efforts have a positive effect college-wide by:
A. The improvement of communication skills
B. The improvement of staff morale.
C. The involvement of staff in planning and decision making.
D. The increased understanding of institutional goals and processes.
E. The increased knowledge and utilization of current management skills and efficiency techniques
F. The increased understanding and responsiveness toward change

from Shirley Hekimian. ED 246-961.

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